

Readiness Level of Schools for Implementing School Leadership Teams

Huffman, J.B., & Hipp, K. A. (2000). *Creating a community of learners: The interaction of shared leadership, shared vision, and supportive conditions*.*

- A 5-year study of 20 schools.
- Determined characteristics of high and low-readiness schools for instituting professional learning teams.

High-Readiness Schools	Low-Readiness Schools
<ul style="list-style-type: none"> - Principals are proactive - Intuitively sense where support is needed, when to nurture, when to take charge 	<ul style="list-style-type: none"> - Principals are reactive, directive, laissez faire - May be due to principals leadership style - Or may be due to principal's perception of teachers' own capacity for leadership
<ul style="list-style-type: none"> - Most decisions are made at team meetings - Faculty has more power than ever before 	<ul style="list-style-type: none"> - Teachers may view shared leadership suspiciously - Will accept responsibility in classrooms but not at building level - Unwilling to risk involvement
<ul style="list-style-type: none"> - All staff can express a picture of a desired future centered on student learning beyond test scores and grades - Student learning and application of knowledge are most important to teachers 	<ul style="list-style-type: none"> - Concept of shared leadership is misunderstood and confused - Limited buy-in as teachers perceive it as someone else's vision (not theirs) - Believe their input is minimal, their power nonexistent
Teachers initiate and take responsibility for change without any evidence of imposed power and authority	
<ul style="list-style-type: none"> - Principals support staff in reorganizing time opportunities 	<ul style="list-style-type: none"> - Teachers report culture of lack of trust and respect - Without trust, teachers knew they couldn't have a functional professional learning community.
<ul style="list-style-type: none"> - Principals respect faculty; honor their diversity; involve teachers in all stages of decision-making - Principals monitor and praise teachers' actions - Principals are flexible in their support of teacher-initiated programs and strategies 	<ul style="list-style-type: none"> - A few people or a select team, which excludes the majority of the teachers, makes decisions - Principals are reactive and punitive or passive and perceived as uncaring - Principals "say" teachers are involved or empowered but reserved the right to make the final decision

* Retrieved July 5, 2008 from
http://eric.ed.gov/ERICWebPortal/custom/portlets/recordDetails/detailmini.jsp?_nfpb=true&_ERICEstSearch_SearchValue_0=ED452582&ERICEstSearch_SearchType_0=no&accno=ED452582